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RELEASED TIME PRACTICES FOR IN-SERVICE TEACHER EDUCATION
PROGRAMS UTILIZED BY PUBLIC SCHOOLS IN IOWA

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RELEASED TIME PRACTICES FOR IN-SERVICE TEACHER EDUCATION
PROGRAMS UTILIZED BY PUBLIC SCHOOLS IN IOWA

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CHAPTER I

INTRODUCTION

The key to a democratic society is a progression of change to avoid stagnation of mental capabilities. This is especially true of teaching, where the very nature of the profession itself serves as a stimuli to instill in each teacher a desire for personal and professional growth.

Although this could well be termed an individual endeavor, and in many cases should be, the necessity for interaction between the school and the professional staff establishes a solid groundwork for continuing professional growth through school related in-service education activities.

In a profession progressing as rapidly as the teaching profession, released time for conducting in-service education activities becomes an important ingredient for successful professional growth.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to survey the various released time practices for in-service teacher education programs that existed in the

public schools throughout the state of Iowa during the 1964-1965 school year.

Importance of the study. In conducting in-service teacher education activities, providing released time for these activities creates the greatest difficulties. Lack of released time, therefore, becomes the primary objective to overcome in making in-service education activities worthwhile opportunities for professional growth. It is hoped that through the use of this study, administrators can become more familiar with the released time practices of other schools and, thereby, strengthen their in-service teacher education programs in an effort to provide greater opportunities for professional growth.

II. DEFINITION OF TERMS USED

In-service education. In-service education was interpreted as meaning growth opportunities provided through the interaction of people involved in solving problems which are common to the group.

Released time. Released time was interpreted as meaning the time when teachers are temporarily relieved from their normal duties for the purpose of providing professional growth opportunities.

Professional growth. Professional growth was interpreted as meaning continuing education to improve in the area of one's profession.

Schools in Iowa. Schools in Iowa, refers to the public schools of the state.

III. ORGANIZATION OF REMAINDER OF REPORT

Chapter II will consist of a review of selected literature pertaining to released time practices for in-service teacher education. Chapter III will present the format, purpose, and results of the questionnaires which were sent to selected superintendents of public schools in the state of Iowa (the rate of return being 82.8 per cent). Chapter IV contains the summary and conclusions of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Relatively little has been written in the area of released time practices for in-service education but a great deal has been written in relation to in-service education in general. The literature reviewed for this study was concerned with the importance, forms, frequency, financial support, time, organization, and contractual agreements of released time in-service education practices.

I. LITERATURE ON THE IMPORTANCE OF RELEASED TIME PRACTICES FOR IN-SERVICE EDUCATION

Throughout the past century the idea of deriving professional growth from in-service education has continually changed in concept. The changes have been numerous since the establishment of the first institute for the continual strengthening of teachers professionally after their initial pre-service training in the early normal schools.

Horace Mann captured the underlying concept of in-service education during his era in one of his statements in 1845 pertaining to the program outline of an early institute:

It is the design of a Teacher's Institute to bring together those who are actually engaged in teaching Common Schools, or who propose to become so, in order that they may be formed into classes, and that these classes, under able instructors, may be exercised, questioned, and drilled in the same manner that the classes of a good Common School are exercised, questioned, and drilled.¹

In present times, the Mann concept has been modified a great deal. The increased burdens placed on schools by a rapidly changing society and the attempt to improve standards within the profession itself have had immense implications for teachers and their professional growth.

With this new prominence for in-service education, all schools should possess a commitment to the continuation of a teacher's professional growth while on the job.²

After the importance of in-service education has been established, released time for conducting an in-service program must be provided. If in-service education is considered to be of primary importance in furthering the goal of improving instruction then some school time should be designated for this purpose.³

¹E. Draper, G. W. Meyer, and A. Unruh, "How Develop an Effective In-Service Education Program?", National Association of Secondary School Principals Bulletin 45 (Washington: The Association, April, 1961), 199.

²Jack D. Roberts, "A Hard Look at Quality in In-Service Education," The National Elementary Principal, XLIV (September, 1964), 15-21.

³Francis J. Messling, "A Survey of In-Service Educational Programs as Carried Out in 68 Class 'B' Schools in Iowa" (unpublished Master's field report, Drake University, Des Moines, Iowa, 1957), p. 46.

It, therefore, becomes essential for a school system to insure adequate released time to conduct an effective in-service teacher education program.¹

II. FORMS OF IN-SERVICE EDUCATION ACTIVITIES

Schaaf has arrived at an all inclusive definition of in-service education:

In-service education includes all of those activities in which a teacher might participate which would contribute to his improvement on the job. The basic aim of all in-service education is the improvement of instruction in the classroom.²

Activities used for in-service education should be both diversified and developmental. The two general categories of professional growth activities are individual and group.

Group activities stimulate cooperative interaction, in relation to the school and its objectives, and at the same time promote individual teacher growth.

Examples of group or cooperative activities are teachers' meetings, orientation programs, teacher councils, teacher committees, workshops, demonstrations, observations,

¹Henry B. Nelson (ed.), "In-Service Education for Teachers, Supervisors, and Administrators," The Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago, Illinois: University of Chicago Press, 1957), pp. 301-302.

²Pearl R. Schaaf, "Let's Review In-Service Education Programs," The American School Board Journal, CXXXVIII (June, 1959), 17.

group excursions, study clinics, and study groups.¹

Examples of individual activities include research, experimentation, general reading, professional reading, professional writing, travel, and graduate study.

Schaaf used the following categories in discussing the forms of in-service education:

1. workshops, pre-opening, summer or during the school year.
2. writing of a statement of school philosophy or defining the objectives of the total educational program.
3. preparation of curriculum guides in various subject areas.
4. textbook selection.
5. meetings at which consultants or resource people from outside the local school system come in to help, from colleges, universities or state department.
6. participation in professional organizations and attendance at professional meetings.
7. use of films or other audio-visual materials.
8. inter-classroom visitation or inter-school visitation.
9. reading of professional books and magazines.
10. staff meetings in which teachers plan and work together.
11. help given the individual teacher by the superintendent, principal or supervisor.
12. action research in the classroom.
13. participation in off-campus or study center classes and summer sessions.²

In-service education activities vary considerably as to their nature and purpose. It then becomes an administrative task to determine the needs of the school and select a

¹Marie A. Mehl, Hubert H. Mills, Harl R. Douglass, and Mary-Margaret Scobey, Teaching in Elementary School (third edition; New York: The Ronald Press Company, 1965), pp. 519-525.

²Schaaf, op. cit., pp. 17, and 20.

form of in-service education activity in an effort to meet these needs.

III. FREQUENCY OF IN-SERVICE EDUCATION ACTIVITIES

Possibly no other profession than teaching is in a position to offer such diversified and extensive programs of in-service education to its members in an effort to promote professional growth.¹

With a firm commitment to improving instruction, each school should both want and instigate action toward establishing a well-rounded program of in-service education activities to stimulate staff professional growth. This should be a continual process. Lowry emphasized this in the following statement:

The work of making good teachers must be carried forward steadily because of the immaturity of teachers on entering the profession, the unevenness of their preparation, the singular lack of external stimulus connected with the practice of the profession, the complex nature of the work that must be intrusted to even the poorest teacher, the profound injury that results when the work is badly done, the constant change in methods and curriculum.²

All that remains to be done is for a school to ascertain its needs and survey the available resources of

¹Lindley J. Stiles, A. S. Barr, Harl R. Douglass, and Hubert H. Mills, Teacher Education in the United States (New York: The Ronald Press Company, 1960), p. 367.

²Nelson, op. cit., p. ix.

leadership, finances, and time in order to determine the forms of activities and the frequency with which they should be conducted.

It would be impractical, in many ways, for certain activities to occur too frequently as it would also be impractical for certain activities to occur too infrequently. A school's needs and available resources will, to a great extent, determine an activity's frequency of occurrence.

The most common categories of frequency of occurrence for in-service education activities are daily, semi-weekly, weekly, bi-weekly, monthly, yearly, and occasionally, during the school year.

If the activities of an in-service teacher education program are limited to a very few special-occasion meetings in the duration of a year, then the teacher's professional growth, while on the job, becomes purely a personal matter and does not profit directly from the relating of broad experiences resulting from group interaction.

IV. FINANCIAL SUPPORT FOR IN-SERVICE EDUCATION PROGRAMS

Obtaining financial support may at times become a detriment to an effective in-service education program. It may be necessary to convince a school board or the public of the merits of additional finances for in-service activities.

They must be shown how in-service education indirectly benefits them and justifies the spending of their tax dollar.

In the words of Mehl:

The acquisition of knowledges, attitudes, and skills essential to effective teaching is dependent upon a suitable pre-service education supplemented by continual growth throughout a teaching career.¹

The primary purpose of in-service education is to aid in promoting the growth and improvement of the entire professional staff of the school system and according to Maucker and Pendergraft:

Experimentation has shown that lasting improvement in professional practices of teachers may be brought about by encouraging and assisting them to make a cooperative attack on professional problems of common concern.²

In-service education will aid in the improvement of instruction and, thereby indirectly, benefit the public by providing better school experiences for their youngsters.

Small school districts may have more difficulty than larger ones in obtaining additional finances and find it necessary to look to outside sources such as the county or state. Funds for in-service education activities may be obtained from special funds or grants such as the National

¹Mehl, Mills, Douglass, and Scobey, op. cit., p. 515.

²Nelson, op. cit., p. 264.

Defense Education Act or National Science Foundation.¹

Some of the numerous sources from which finances could be obtained are participating staff members, local school system, county, State Department of Public Instruction, federal grants, federal loans, private organizations (local), and private organizations (national).

Regardless of the source, additional money required for conducting in-service education activities is money well spent. The dividends in the long run greatly exceed the initial expenditures.

V. LITERATURE ON THE TIME WHEN IN-SERVICE EDUCATION ACTIVITIES ARE CONDUCTED

If a survey was to be conducted of the teachers on the greatest deterrents to in-service education activities, the time when activities were held would be placed at the top of the list.

In-service education activities lose their effectiveness if the teachers are forced to participate in them at the end of an already overburdened day. Time, therefore, becomes a barrier to successful in-service education, because such an education should be considered an opportunity

¹James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1964), p. 207.

instead of a type of penalty.¹

The provision of time for conducting in-service education activities becomes an administrative task, in order to achieve a greater degree of organization in relating these activities to the school and its purpose. For some school systems this becomes such a difficult task that they avoid having any in-service education worthy of the name.²

With a distinct lack of any in-service education activities, teacher professional growth on the job becomes merely an individual matter.³

Relatively few school systems have a workable plan for releasing teachers to participate in in-service education activities. There are, however, numerous methods of making released time available for these activities. Some of the possibilities as to when released time could be provided are before school opens in the fall, after school closes in the spring, during the summer (extended contract), before school starts in the morning, after school is dismissed in the afternoon, during duty free lunch periods,

¹Nelson, op. cit., p. 152.

²John Sternig, "Oh, No! Not Again!", The National Elementary Principal, XLI (February, 1962), 20.

³Ibid.

during a normal school day (students present), and during a normal school day (students dismissed for all or a portion of a day).

The most widely used plans at present are to have in-service activities before school opens in the fall, during a normal school day when the students are not present, during half a normal school day when the students are not present, and after the students have been dismissed early in the afternoon.¹

Most of these activities are held partly on school time and partly on the teacher's time but in order to be most successful they should be held strictly on school time.

Regardless of when the in-service education activities are conducted, released time must be provided or the program will be slightly less than successful and will result in wasted time, energy, and money.

VI. LITERATURE ON THE MANNER IN WHICH RELEASED TIME PRACTICES ARE ORGANIZED

The manner in which the released time practices for in-service education are organized becomes a matter of scheduling. Activities scheduled at a proper time and placed in their proper perspective will be highly effective.

¹Nelson, op. cit., p. 168.

It becomes essential for in-service education to be organized in such a manner that conflicts are held to a minimum in order for teachers to experience successful results.¹

There are numerous ways in which released time practices may be organized. Some of these are on occasions when the students are dismissed for one or more full days, when the students are dismissed for one-half day, when the students are dismissed earlier than usual in the afternoon, when school is convened later than usual in the morning, when substitutes are employed to temporarily replace regular teachers, when teacher aides temporarily replace regular teachers, when administrators temporarily replace regular teachers, when qualified teachers within the same building temporarily replace regular teachers, when professional leaves of absence are granted, when teaching contracts are extended, and when summer contracts are provided.

For individual or very small group activities the temporary substitution of another professional person or lay person for the regular teacher has been extremely successful in some schools.²

Large group or entire school system released time activities have been most successful when the students are

¹Ibid., p. 301.

²Schaaf, op. cit., p. 20.

dismissed or the longer school year has been provided through extended teaching contracts.¹

Possibly the most logical solution in organizing released time practices is to employ teachers on a year round basis and schedule in-service education activities intermittently with the normal work load.²

VII. LITERATURE ON CONTRACTUAL AGREEMENTS GUARANTEEING RELEASED TIME PRACTICES

If released time for in-service education has earned a right to be called vital to improving instruction and is supported by the teaching profession itself, then contractual agreements should guarantee the continuation of such practices.

In many cases school board policy is interpreted as being contractual agreement. It should be essential, however, that these policies be clearly stated in written form and distributed to all the teachers.

Some areas may have state laws or school board policies requiring the continuation of a formal education for teachers that have completed their basic degree requirements.³

¹Ibid., p. 18.

²Lutian R. Wootton, "The Professional Teacher Keeps Pace," Peabody Journal of Education, XXXXIII (March, 1966), 301.

³Conant, op. cit., p. 187.

School boards should also make an effort to stimulate in-service education that is not of a formal nature but instead establishes a workable framework for attacking professional problems of common concern to the group. This could best be done by board policies or contractual agreements.

Whether released time in-service education practices are guaranteed by school board policies or contractual agreements, they should be flexible in order to meet changing circumstances and needs and should be part of an educator's contractual obligation.¹

¹Sternig, op. cit., p. 2.

CHAPTER III

FINDINGS ON RELEASED TIME IN-SERVICE EDUCATION PRACTICES DURING THE 1964-1965 SCHOOL YEAR AS REPORTED IN A SURVEY CONCERNING ONE HUNDRED AND FORTY-NINE SCHOOLS IN IOWA

With the ever increasing necessity to improve the educational system through teacher in-service education programs and provide time for such programs, it was decided to investigate in-service education programs and examine the various facets of released time practices for in-service teacher education activities being conducted in the various schools throughout the state of Iowa.

I. QUESTIONNAIRE AND ITS PURPOSE

From a broad range of readings and consultations a questionnaire was constructed. It was then validated by selected administrators not participating in the actual study. One hundred and eighty questionnaires were forwarded to those superintendents reporting released time practices for the 1964-1965 school year to the Iowa State Department of Public Instruction.

The purpose of the questionnaire was to determine

the forms of in-service education activities requiring released time, the frequency of occurrence of each form of released time in-service education activity, the sources of financial support for released time activities, when the released time was provided, the manner in which the released time practices were organized, and how many of the released time practices were guaranteed by contractual agreement. Adequate space was allotted for additional or explanatory comments relative to each superintendent's specific practices.

The response to the questionnaire was excellent with a large majority of the 180 superintendents (149 or 82.8 per cent) reporting. One of the superintendents indicated that his school system had no such released time practices.

The compiled information from the returned questionnaires was utilized to formulate statistical tables to assist in interpreting the data.

The data resulting from the study represented the combined opinions, evaluations, and statements of existing practices as reflected by the viewpoints of superintendents possessing released time practices in schools throughout Iowa.

II. QUESTIONNAIRE RESULTS

Released Time In-Service Education Activities

Lists of numerous in-service education activities and categorized frequencies of occurrence were compiled

to provide the participating superintendents a wide degree of flexibility in reporting the activities for which they felt released time had been provided during the 1964-1965 school year.

Forms of activities. The list of in-service education activities consisted of almost every form of activity possible, many of which would not normally be considered as an activity necessitating released time.

A portion of Tables I and I-A pertains to various forms of in-service teacher education activities which were provided as a check list for the reporting superintendents to use in indicating those activities for which their school system provided released time during the 1964-1965 school year. The data in the column of "Total Responses" may best be used to interpret the resulting aforementioned information.

The activity receiving the greatest percentage of response, in relation to being a released time activity, was workshops (83.8 per cent) while released time for professional writing received the least (2.0 per cent).

Although a majority of educators did not consider many of the activities to be released time activities, none of the activities received fewer than three responses (2.0 per cent).

Frequency of occurrence. How often should and can released time be provided for in-service teacher education activities is a problem that has greatly concerned today's educators.

The second portion of Tables I and I-A does not answer either of the aforementioned questions but does relate the existing practices with reference to the frequency of occurrence of released time in-service education activities in 148 schools in Iowa.

The frequencies of occurrence were placed into seven general categories: daily, semi-weekly, weekly, bi-weekly, monthly, yearly, and occasionally during the school year. Due to the fact that some of the responses were lacking the appropriate categories of frequency of occurrence, in relation to the released time activities, it was necessary to formulate an additional column of no frequency.

The two patterns of frequency of occurrence most used by the reporting superintendents were "yearly" and "occasionally during the school year." This would indicate that no set or uniform frequency of occurrence pattern was utilized but that some in-service education activity or activities were conducted during the 1964-1965 school year.

Conferences held occasionally during the school year received the highest percentage of response (54.7 per cent) with regard to the frequency of occurrence categories.

TABLE I

FORMS OF IN-SERVICE EDUCATION REQUIRING RELEASED TIME AND THEIR FREQUENCY OF OCCURRENCE IN 148 SCHOOLS IN IOWA DURING THE 1964-1965 SCHOOL YEAR

Question:	Frequency of Occurrence								
	No Frequency	Occasionally During School Year	Yearly	Monthly	Bi-weekly	Weekly	Semi- weekly	Daily	Total Responses
Activity									
Institutes	3	52	57	1	0	1	1	1	116
Seminars	0	35	3	5	1	0	0	0	44
Workshops	4	76	32	6	0	5	1	0	124
Conferences	3	81	15	6	4	5	2	1	117
Television sessions	0	9	3	2	1	0	0	2	17
Curriculum committees	2	52	5	20	5	3	0	0	87
Other committees	1	34	3	11	0	1	1	0	51
College credit (on campus)	1	7	5	2	1	8	0	0	24
College credit (off campus)	1	12	5	1	0	11	0	0	30
Clinics	1	41	6	0	0	0	0	0	48
Domestic educational travels	0	7	3	0	0	0	0	0	10
Foreign educational travels	0	3	1	1	0	0	0	0	5
Teaching demonstrations	1	56	7	4	0	0	0	0	68
Orientation for first year teachers	1	22	56	9	1	0	0	3	92
Orientation for experienced teachers new to the system	1	18	54	4	1	0	0	3	81

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TABLE I--(continued)

Question:	Frequency of Occurrence								
	No Frequency	Occasionally During School Year	Yearly	Monthly	Bi-weekly	Weekly	Semi- weekly	Daily	Total Responses
Activity	Number								
Orientation for teachers returning to same system	1	14	45	2	1	0	1	1	65
Orientation for those moving into new positions within a system	1	9	19	2	0	0	0	1	32
Group excursions	0	10	6	1	0	0	0	0	17
Faculty clubs	0	12	3	20	0	0	0	0	35
Educational lectures	0	31	6	1	0	0	0	0	38
Visitations within building	0	32	3	0	0	4	2	0	41
Visitations in other buildings within same system	0	31	5	0	0	1	1	0	38
Visitations to other systems	1	57	35	1	0	0	0	0	94
Departmental meetings	1	36	2	23	1	1	1	0	65
Building meetings	4	24	1	28	8	16	1	0	82
Entire system meetings	3	51	9	30	1	2	1	0	97
Area meetings	1	41	9	17	0	0	0	0	68
County meetings	3	45	22	18	0	0	0	0	88
State meetings	3	50	61	3	1	0	0	0	118

TABLE I--(continued)

Question:	Frequency of Occurrence							
	No Frequency	Occasionally During School Year	Yearly	Monthly	Bi-weekly	Weekly	Semi- weekly	Daily
Activity	Total Responses							
Regional meetings	73	42	24	5	0	0	0	0
National meetings	53	31	20	1	0	0	0	0
Professional reading	16	10	1	0	0	2	0	2
Professional writing	3	3	0	0	0	0	0	0
Panels	15	14	1	0	0	0	0	0
Lesson-planning sessions	16	5	3	4	0	1	0	3
School surveys	30	24	5	1	0	0	0	0
Research	18	14	2	0	0	0	0	2
Experimentation	14	11	2	0	0	0	0	0
Study groups	22	18	1	3	0	0	0	0

N=148

TABLE I-A

FORMS OF IN-SERVICE EDUCATION REQUIRING RELEASED TIME AND THEIR FREQUENCY
OF OCCURRENCE IN 148 SCHOOLS IN IOWA DURING THE 1964-1965 SCHOOL YEAR
EXPRESSED IN PERCENTAGES

Question:	Frequency of Occurrence								
	Total Responses	Daily	Semi- weekly	Weekly	Bi- weekly	Monthly	Yearly	Occasionally During School Year	No Frequency
Activity	Per Cent								
Institutes	78.4	0.7	0.7	0.7	0.0	0.7	38.5	35.1	2.0
Seminars	29.7	0.0	0.0	0.0	0.7	3.4	2.0	23.6	0.0
Workshops	83.8	0.0	0.7	3.4	0.0	4.1	21.6	51.4	2.7
Conferences	79.1	0.7	1.4	3.4	2.7	4.1	10.1	54.7	2.0
Television sessions	11.5	1.4	0.0	0.0	0.7	1.4	2.0	6.1	0.0
Curriculum committees	58.8	0.0	0.0	2.0	3.4	13.5	3.4	35.1	1.4
Other committees	34.5	0.0	0.7	0.7	0.0	7.4	2.0	23.0	0.7
College credit (on campus)	16.2	0.0	0.0	5.4	0.7	1.4	3.4	4.7	0.7
College credit (off campus)	20.3	0.0	0.0	7.4	0.0	0.7	3.4	8.1	0.7
Clinics	32.4	0.0	0.0	0.0	0.0	0.0	4.1	27.7	0.7
Domestic educational travels	6.8	0.0	0.0	0.0	0.0	0.0	2.0	4.7	0.0
Foreign educational travels	3.4	0.0	0.0	0.0	0.0	0.7	0.7	2.0	0.0
Teaching demonstrations	45.9	0.0	0.0	0.0	0.0	2.7	4.7	37.8	0.7
Orientation for first year teachers	62.2	2.0	0.0	0.0	0.7	6.1	37.8	14.9	0.7

TABLE I-A--(continued)

Question:	Frequency of Occurrence								Per Cent
	Total Responses	Daily	Semi-weekly	Weekly	Bi-weekly	Monthly	Yearly	Occasionally During School Year	No Frequency
What forms of in-service education required released time for all or a portion of your staff and how often did each occur?									
Activity									
Orientation for experienced teachers new to the system	54.7	2.0	0.0	0.0	0.7	2.7	36.5	12.2	0.7
Orientation for teachers returning to same system	43.9	0.7	0.7	0.0	0.7	1.4	30.4	9.5	0.7
Orientation for those moving into new positions within a system	21.6	0.7	0.0	0.0	0.0	1.4	12.8	6.1	0.7
Group excursions	11.5	0.0	0.0	0.0	0.0	0.7	4.1	6.8	0.0
Faculty clubs	23.6	0.0	0.0	0.0	0.0	13.5	2.0	8.1	0.0
Educational lectures	25.7	0.0	0.0	0.0	0.0	0.7	4.1	20.9	0.0
Visitations within building	27.7	0.0	1.4	2.7	0.0	0.0	2.0	21.6	0.0
Visitations in other buildings within same system	25.7	0.0	0.7	0.7	0.0	0.0	3.4	20.9	0.0
Visitations to other systems	63.5	0.0	0.0	0.0	0.0	0.7	23.6	38.5	0.7
Departmental meetings	43.9	0.0	0.7	0.7	0.7	15.5	1.4	24.3	0.7
Building meetings	55.4	0.0	0.7	10.8	5.4	18.9	0.7	16.2	2.7
Entire system meetings	65.5	0.0	0.7	1.4	0.7	20.3	6.1	34.5	2.0
Area meetings	45.9	0.0	0.0	0.0	0.0	11.5	6.1	27.7	0.7
County meetings	59.5	0.0	0.0	0.0	0.0	12.2	14.9	30.4	2.0

TABLE I-A--(continued)

Question:	Frequency of Occurrence							
	Daily	Semi-weekly	Weekly	Bi-weekly	Monthly	Yearly	Occasionally During School Year	No Frequency
Activity	Per Cent							
State meetings	79.7	0.0	0.0	0.0	2.0	41.2	33.8	2.0
Regional meetings	49.3	0.0	0.0	0.0	3.4	16.2	28.4	1.4
National meetings	35.8	0.0	0.0	0.0	0.7	13.5	20.9	0.7
Professional reading	10.8	0.0	1.4	0.0	0.0	0.7	6.8	0.7
Professional writing	2.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0
Panels	10.1	0.0	0.0	0.0	0.0	0.7	9.5	0.0
Lesson-planning sessions	10.8	2.0	0.7	0.0	2.7	2.0	3.4	0.0
School surveys	20.3	0.0	0.0	0.0	0.7	3.4	16.2	0.0
Research	12.2	1.4	0.0	0.0	0.0	1.4	9.5	0.0
Experimentation	9.5	0.0	0.0	0.0	0.0	1.4	7.4	0.7
Study groups	14.9	0.0	0.0	0.0	2.0	0.7	12.2	0.0

N=148

Financial Support

Released time for in-service education programs is of prime importance, but without financial support the programs would lack momentum to continue to a point of being adequate and successful.

Table II presents an indication of where the finances needed to support released time activities originated.

TABLE II

HOW RELEASED TIME IN-SERVICE EDUCATION ACTIVITIES
WERE FINANCED IN 147 SCHOOLS IN IOWA
DURING THE 1964-1965 SCHOOL YEAR

Question:	Responses		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent
How was the program financed?:				
Participating staff members	56	38.1	91	61.9
Local school system	140	95.2	7	4.8
County	75	51.0	72	49.0
State Department of Public Instruction	39	26.5	108	73.5
Federal grants	23	15.6	124	84.4
Federal loans	1	0.7	146	99.3
Private organizations (local)	7	4.8	140	95.2
Private organizations (national)	1	0.7	146	99.3
N=147				

The greatest source of funds was the local school system (95.2 per cent) with private organizations at the national level and federal loans each providing the least (0.7 per cent). It was surprising to note that a large portion of the returns (38.1 per cent) indicated that the staff members participating in the program were responsible for providing some degree of financial support.

When Released Time Was Provided

The time arrangements provided for in-service education activities have numerous possibilities but are dependent upon the scheduling and manipulation of staff and students.

Table III represents that part of the questionnaire which pertained to when the released time for in-service education activities was provided.

A study of Table III reveals that the time most frequently used for providing released time was before school opened in the fall (82.4 per cent). The least used time was during duty free lunch periods (2.7 per cent). Released time practices strictly on school time were at a relatively low percentage (12.2 per cent) while released time practices partly on school time and partly on the teacher's time were represented by a noticeably higher percentage (61.5 per cent).

TABLE III

WHEN THE RELEASED TIME FOR IN-SERVICE EDUCATION ACTIVITIES
WAS PROVIDED IN 148 SCHOOLS IN IOWA
DURING THE 1964-1965 SCHOOL YEAR

Question:	Responses		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent
When was the released time provided?				
Before school opened in the fall	122	82.4	26	17.6
After school closed in the spring	32	21.6	116	78.4
On Saturdays	24	16.2	124	83.8
In the evenings	44	29.7	104	70.3
During the summer	15	10.1	133	89.9
Before school started in the A.M.	36	24.3	112	75.7
After school was dismissed in the P.M.	85	57.4	63	42.6
During duty free lunch periods	4	2.7	144	97.3
During normal school day (students present)	78	52.7	70	47.3
During normal school day (students dismissed all day)	57	38.5	91	61.5
During normal school day (students dismissed for portion of a day)	64	43.2	84	56.8
Strictly on school time	18	12.2	130	87.8
Partly on school time and partly on teacher's time	91	61.5	57	38.5

N=148

Manner In Which Released Time Practices Were Organized

An important factor in establishing released time practices for in-service education is determining the manner in which they should be organized in relation to the time element, staff, and students.

Table IV reveals the manner in which released time practices for in-service education were organized. The most frequently used plan was to employ a substitute to temporarily replace the regular teacher (79.9 per cent). The plan least used was to have school convene later than usual in the morning (1.4 per cent). It was of interest to note that only six schools (4.2 per cent) reported the use of lay people to temporarily replace the regular teacher while conducting in-service education.

TABLE IV

MANNER IN WHICH RELEASED TIME PRACTICES FOR IN-SERVICE
EDUCATION WERE ORGANIZED IN 144 SCHOOLS IN IOWA
DURING THE 1964-1965 SCHOOL YEAR

Question: In what manner were the released time practices organized?	Responses		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent
Students dismissed for one or more full days	62	43.1	82	56.9
Students dismissed for one- half day	20	13.9	124	86.1
Students dismissed earlier than usual in the P.M.	85	59.0	59	41.0
School convened later than usual in the A.M.	2	1.4	142	98.6
Substitutes employed to tempo- rarily replace regular teachers	115	79.9	29	20.1
Teacher aides temporarily replaced regular teachers	26	18.1	118	81.9
Administrators temporarily replaced regular teachers	45	31.3	99	68.7
Qualified teachers within same building temporarily replaced regular teachers	41	28.5	103	71.5
Lay people temporarily replaced regular teachers	6	4.2	138	95.8
Professional leaves of absence	19	13.2	125	86.8
Extended teaching contracts	38	26.4	106	73.6
Summer contracts	9	6.3	135	93.7
N=144				

Contractual Agreements Guaranteeing Released Time

A great many of the educational activities and procedures of a school system originate from unwritten policies. Certain things are expected of the professional staff but are never written down.

Table V indicates the schools guaranteeing released time for in-service education programs by contractual agreements. The table shows that the majority of the reporting schools (71.5 per cent) did not have contractual agreements to guarantee released time for their in-service education programs.

TABLE V

RELEASED TIME IN-SERVICE EDUCATION PROGRAMS GUARANTEED BY CONTRACTUAL AGREEMENT IN 144 SCHOOLS IN IOWA DURING THE 1964-1965 SCHOOL YEAR

Question: : Responses		
Are all of the preceding items : : which you have checked guar- : : anteed by contractual agreement?:		
	Number	Per Cent
Yes	41	28.5
No	103	71.5
No response	5	3.4

N=144

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. RESTATEMENT OF THE PROBLEM

It was the purpose of this study to survey the various released time practices for in-service teacher education programs that existed in the public schools throughout the state of Iowa during the 1964-1965 school year.

After reviewing the available literature on released time practices a questionnaire was constructed, validated, and forwarded to those public school superintendents who had reported released time in-service education practices to the Iowa State Department of Public Instruction during the 1964-1965 school year.

II. SUMMARY

Of the 149 superintendents who responded to the questionnaires developed for this study, just one indicated a total lack of any such released time in-service education practices. These superintendents were representative of a list compiled by the Iowa State Department of Public Instruction of all the schools in Iowa reporting released time

practices for in-service education. The rate of questionnaire return was 82.8 per cent.

The forms of released time activities appeared to be quite diversified throughout the state because no activity received less than a 2.0 per cent response. Workshops were the most widely used activity for released time with 124 or 83.8 per cent of the responses. The majority of the activities which were provided with released time were group or system wide activities and very few were aimed specifically at individual activities for professional growth. The frequencies of occurrence most often used were "yearly" and "occasionally during the school year." This would seem to indicate that many released time in-service programs are not very extensive and a small amount of released time is provided for conducting these programs.

Nearly all of the superintendents (75.2 per cent) reported the use of local school system funds in providing financial support for released time in-service education activities. This source of funds, together with the county and participating staff members, provided the bulk of financial support for released time activities.

The time when released time in-service education activities were most often conducted was before school opened in the fall. Nearly two-thirds of the superintendents indicated that some degree of the teacher's own time was

involved in conducting in-service education activities.

More than three-fourths of the superintendents indicated the use of paid substitutes to temporarily replace the regular teacher as a manner in which they organized their released time practices. The use of a lay person to aid in relieving a teacher for in-service education existed in only six schools.

Slightly less than three-fourths of the reporting superintendents indicated their schools had no contractual agreements guaranteeing released time in-service education practices.

III. CONCLUSIONS

The ultimate goal of in-service education is to improve instruction by improving those that do the instructing. With a rapidly changing culture and its implications for educational goals and standards, this becomes a continual process.

If a school system has made a sincere commitment toward improving its standards of instruction, then the system should provide sufficient opportunities for individual and group professional growth through in-service education activities. This would mean not only varied but frequent activities conducted in a systematic and coordinated manner.

Many in-service education programs rely on the use of time obtained from outside the established patterns of school hours and do not in any way reimburse the participating teachers for the extra time demanded of them. Both time and money should be made readily available before venturing into such an endeavor as an in-service education program. The necessary time and money used in the proper way would be resources well spent.

In-service education activities should be school related but conducted at such a time as to remain free from conflict with other activities, either personal or school related. This necessitates a plan of released time practices which in turn requires additional funds. To obtain these needed funds a school might make itself more aware of types of financial aid available at the national level from both private and governmental sources.

Teachers' salaries should be raised to an appropriate professional level and be based on a year round contract. The released time in-service education activities could, therefore, be conducted on school time with the possibility of increasing the use of the lay person to some degree in temporarily replacing the regular teacher. These released time in-service education practices should be outlined in the written contract and in the existing board policies and

be scheduled on the yearly school calendar. Some degree of flexibility should be left, however, to confront new problems or changing needs.

If a school system provides a continuous program of varied and coordinated activities with adequate money and released time, free from conflict with unrelated activities, then, under strong leadership, the resulting in-service education program should be both effective and successful in improving instruction.

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APPENDIX

321 Logan
Ankeny, Iowa
April 22, 1966

Dear Superintendent:

With the rapidity of educational change which prevails in our society and the necessity to reinforce a teacher's pre-service training with continuing professional growth, in-service teacher education activities have risen to a new prominence.

Being a leader of educators, you are in a unique position to be aware of the need for in-service teacher education and released time for conducting such activities. I am very much interested in becoming more familiar with this phase of our profession.

May I please take a few minutes from your busy schedule for you to describe the released time practices for in-service teacher education activities that you conducted during the 1964-65 school year? I am making a study of released time practices for in-service teacher education in the public schools of Iowa as a partial requirement for a Master of Science in Education Degree from Drake University.

Please use the enclosed stamped, self-addressed envelope to return the questionnaire. I will be very happy to forward to you an abstract of the study at your request.

Your prompt cooperation will be greatly appreciated.
Thank you for your assistance.

Sincerely yours,

Ronald G. Spurlin

QUESTIONNAIRE ON RELEASED TIME PRACTICES FOR TEACHER IN-SERVICE EDUCATION ACTIVITIES

Please check the items that applied to your school system's released time practices for teacher in-service education activities during the 1964-1965 school year:

A. What forms of in-service education required released time for all or a portion of your staff and how often did each occur? (Check by placing the number of the following appropriate category of frequency next to those activities which applied to your school situation.)

1. daily 2. semi-weekly 3. weekly 4. bi-weekly
5. monthly 6. yearly 7. occasionally during school year

- | | |
|---|--|
| <input type="checkbox"/> institutes | <input type="checkbox"/> visitations within building |
| <input type="checkbox"/> seminars | <input type="checkbox"/> visitations in other buildings within same system |
| <input type="checkbox"/> workshops | <input type="checkbox"/> visitations to other systems |
| <input type="checkbox"/> conferences | <input type="checkbox"/> departmental meetings |
| <input type="checkbox"/> television sessions | <input type="checkbox"/> building meetings |
| <input type="checkbox"/> curriculum committees | <input type="checkbox"/> entire system meetings |
| <input type="checkbox"/> other committees | <input type="checkbox"/> area meetings |
| <input type="checkbox"/> college credit (on campus) | <input type="checkbox"/> county meetings |
| <input type="checkbox"/> college credit (off campus) | <input type="checkbox"/> state meetings |
| <input type="checkbox"/> clinics | <input type="checkbox"/> regional meetings |
| <input type="checkbox"/> domestic educational travels | <input type="checkbox"/> national meetings |
| <input type="checkbox"/> foreign educational travels | |
| <input type="checkbox"/> teaching demonstrations | |

- | | |
|--|---|
| <input type="checkbox"/> orientation for first year teachers | <input type="checkbox"/> professional reading |
| <input type="checkbox"/> orientation for experienced teachers new to the system | <input type="checkbox"/> professional writing |
| <input type="checkbox"/> orientation for teachers returning to same system | <input type="checkbox"/> panels |
| <input type="checkbox"/> orientation for those moving into new positions within a system | <input type="checkbox"/> lesson-planning sessions |
| <input type="checkbox"/> group excursions | <input type="checkbox"/> school surveys |
| <input type="checkbox"/> faculty clubs | <input type="checkbox"/> research |
| <input type="checkbox"/> educational lectures | <input type="checkbox"/> experimentation |
| | <input type="checkbox"/> study groups |
| | <input type="checkbox"/> none of these |
| | <input type="checkbox"/> other (specify) |

B. How was the program financed?

- | | |
|---|---|
| <input type="checkbox"/> participating staff members | <input type="checkbox"/> federal loans |
| <input type="checkbox"/> local school system | <input type="checkbox"/> private organizations (local) |
| <input type="checkbox"/> county | <input type="checkbox"/> private organizations (national) |
| <input type="checkbox"/> State Department of Public Instruction | <input type="checkbox"/> other (specify) |
| <input type="checkbox"/> federal grants | |

C. When was the released time provided?

- | | |
|--|---|
| <input type="checkbox"/> before school opened in the fall | <input type="checkbox"/> during normal school day (students present) |
| <input type="checkbox"/> after school closed in the spring | <input type="checkbox"/> during normal school day (students dismissed all day) |
| <input type="checkbox"/> on Saturdays | <input type="checkbox"/> during normal school day (students dismissed for portion of a day) |
| <input type="checkbox"/> in the evenings | |
| <input type="checkbox"/> during the summer | |

- | | |
|---|---|
| <input type="checkbox"/> before school started in the A.M. | <input type="checkbox"/> strictly on school time |
| <input type="checkbox"/> after school was dismissed in the P.M. | <input type="checkbox"/> partly on school time and partly on teacher's time |
| <input type="checkbox"/> during duty free lunch periods | <input type="checkbox"/> other (specify) |

D. In what manner were the released time practices organized?

- | | |
|---|--|
| <input type="checkbox"/> students dismissed for one or more full days | <input type="checkbox"/> qualified teachers within same building temporarily replaced regular teachers |
| <input type="checkbox"/> students dismissed for one-half day | <input type="checkbox"/> lay people temporarily replaced regular teachers |
| <input type="checkbox"/> students dismissed earlier than usual in the P.M. | <input type="checkbox"/> professional leaves of absence |
| <input type="checkbox"/> school convened later than usual in the A.M. | <input type="checkbox"/> extended teaching contracts |
| <input type="checkbox"/> substitutes employed to temporarily replace regular teachers | <input type="checkbox"/> summer contracts |
| <input type="checkbox"/> teacher aides temporarily replaced regular teachers | <input type="checkbox"/> other (specify) |
| <input type="checkbox"/> administrators temporarily replaced regular teachers | |

E. Are all of the preceding items which you have checked guaranteed by contractual agreement?

☐ Yes (comment)

☐ No (comment)

F. Additional comments pertaining to your released time practices: